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ABSTRACT

This Ohio model competency-based arts program connects the four arts (dance, drama/theater, music, visual art) with educational, historical, personal, and social contexts in order to bring relevance and understanding to all students. The document is intended to provide guidance to local Ohio school districts in creating their own arts programs. The booklet provides suggested performance objectives, suggested instructional objectives, recommended strategies for assessment, and a recommended program of interventions services. Grade level performance and instructional objectives are provided. (EH)

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Ohio's Model Competency-Based Programs

Making The Connections

Comprehensive Arts 9–12

SO 032 732

Higher Student Achievement
Staff Development
Continuous Improvement Plans
Proficiency Tests
District Competency–Based Education Programs

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Dear Teacher:

Since becoming State Superintendent for Public Instruction in Ohio, one of the things that has struck me is that teachers are interested in seeing the connections between curriculum and the proficiency tests. This booklet is intended to provide you with the curriculum objectives that are contained in the state competency-based models, which provide the foundation for the proficiency tests.

In this booklet you will find in the "Curriculum Connections" section a brief discussion of how the curriculum models, proficiency tests, courses of study, competency-based education programs, and continuous improvement plans are all related. These are integrated parts of a comprehensive effort to provide our students with the best education possible.

The major part of this booklet consists of the instructional objectives for grades 9–12 that are in the state model competency-based program for your discipline that has been adopted by the State Board of Education. These are the state expectations of what students should learn in order to be progressing toward being a well-educated individual, as well as being prepared for the proficiency tests.

If you want the complete K–12 objectives for this or the other state model competency-based programs, contact Karen Paschal, Publications Specialist, at (614) 728-3471.

I hope you find these booklets to be helpful.

Sincerely,

Susan Tave Zelman

Dr. Susan Tave Zelman
State Superintendent of Public Instruction

CURRICULUM CONNECTIONS

What is the Connection Between the District Courses of Study and the State Model Competency-Based Programs?

Each district is required by law and state standards to have a course of study for every subject taught that is reviewed every five years. The courses of study provide a basis for student instruction.

The State Board of Education has adopted model competency-based programs in six areas: Arts, Foreign Languages, Language Arts, Mathematics, Science, and Social Studies. These models can serve as useful guides to school district curriculum committees as they develop their courses of study.

What is the Connection Between Competency-Based Education and the State Model Competency-Based Programs?

Each district is required by Ohio law and state standards to have competency-based education (CBE) programs in language arts, mathematics, science, and social studies. School districts may also consider developing CBE programs for the arts and foreign languages.

The main purpose of CBE is to assure that attention is paid to each child's learning needs. Performance objectives are identified from the district's course of study. These objectives are critical to the student's success at the next level. Continued efforts at instruction, assessment, and intervention are made to assure student success with these objectives. Sample competency-based assessments are available from the Ohio Department of Education for grades 1-8 in Language Arts, Mathematics, Science, and Social Studies. Assessments for grades 9-12 are being developed and should be available in 2001.

The State Board of Education adopted model competency-based programs in the six areas listed above. Each model includes instructional and performance objectives preK-12 with recommended strategies for assessment and intervention. These models can serve as a helpful starting point for districts as they develop their competency-based education programs.

What is the Connection Between the State Proficiency Tests and the State Model Competency-Based Programs?

State law currently requires proficiency tests be given in citizenship, mathematics, reading, science, and writing in grades four, six, nine, and twelve; with the high school graduation qualifying exam replacing the current graduation (ninth-grade) test by 2005. The outcomes on these tests are derived from the objectives in the state model competency-based programs. To enhance student performance on the proficiency tests, it is important that the local courses of study and competency-based education programs be similarly aligned. This booklet provides you with information at your grade level to assist with that alignment.

Committees of Ohio educators determine the learning outcomes for each grade and subject area of the proficiency tests. These content review committees use the objectives in the models to determine the specific learning outcomes for each test.

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What is the Connection Between Continuous Improvement Planning and the State Model Competency-Based Programs?

State law requires any district not designated as "effective" to develop a three-year continuous improvement plan (CIP), starting with the issuance of the local report card in 2000. Districts need to identify and analyze factors contributing to performance on the state performance standards, establish priorities for improvement, and specify strategies and resources to address areas needing improvement.

Since most of the performance standards reflect performance on Ohio's outcomes on the proficiency tests, the CIP will need to address the improvement of curriculum, instruction, and assessment in the school district. Planning for the development and implementation of courses of study and competency-based education is a critical part of the CIP. The state model competency-based programs can provide the foundation for this improvement in curriculum, instruction, and assessment.

THE STATE MODEL COMPETENCY-BASED PROGRAMS AT A GLANCE

Language Arts: Ohio's Model Competency-Based Program

- Is consistent with national standards for English/Language Arts
- Supports an integrated language arts curriculum
- Includes instructional and performance objectives at each grade level K–12
- Includes a model program for instruction in composition, reading, listening, and oral communication
- Recommends strategies for assessment
- Provides strategies for intervention in reading and writing
- Serves as the basis for proficiency test outcomes in reading and writing
- Supports the common set of expectations drafted by the Joint Council of the State Board of Education and the Ohio Board of Regents

Mathematics: Ohio's Model Competency-Based Program

- Is consistent with the 1989 standards of the National Council of Teachers of Mathematics
- Includes goals related to problem solving and reasoning, communication, technology, and multidisciplinary connections
- Presents outcomes identified by grade level, K–12, across eight content strands
- Identifies specific grade-by-grade outcomes critical to the mathematical development of students across grades
- Specifies the outcomes upon which ninth and twelfth grade proficiency tests are based
- Provides examples of three assessment levels (knowledge/skill, concept, problem solving) for each ninth grade proficiency test outcome
- Discusses various intervention activities for students experiencing learning difficulties
- Supports the common set of expectations drafted by the Joint Council of the State Board of Education and the Ohio Board of Regents

Science: Ohio's Model Competency-Based Program

- Is based on national standards, *Benchmarks for Science Literacy, Project 2061* and the *National Science Education Standards*

- Designed as a technical guide to help districts implement national standards
- Is the foundation for the development of all science proficiency test outcomes
- Is based on the belief that science is for ALL students
- Articulates five goals for science programs in The Nature of Science, The Physical Setting, The Living Environment, Societal Perspectives, and Thematic Ideas
- Is based on the constructivist theory of learning that supports the Learning Cycle
- Articulates content for preK–12 which is grounded in and connects the three domains of science—science in physical, living, and earth/space systems
- Encourages use of a variety of assessment strategies for students to demonstrate depth of knowledge, evidence of inquiry, communication of thinking, and relevance to society
- Discusses various intervention activities for students experiencing learning difficulties
- Supports the common set of expectations drafted by the Joint Council of the State Board of Education and the Ohio Board of Regents

Social Studies: Ohio's Model Competency-Based Program

- Is consistent with national standards in civics and government, economics, geography, history, and social studies
- Provides an integrated social studies program preK–12
- Includes instruction and performance objectives at each grade level organized under six strands
- Correlates the objectives at each grade level to the citizenship proficiency test outcomes at the fourth, sixth, and ninth grade levels and to the graduation qualifying exam
- Includes assessment and intervention strategies
- Supports the common set of expectations drafted by the Joint Council of the State Board of Education and the Ohio Board of Regents

Comprehensive Arts Education: Ohio's Model Competency-Based Program

- Supports the philosophy that arts education (including dance, drama/theatre, music, and visual art) is essential to the basic education of all students
- Reflects the national standards in each of the arts disciplines
- Includes curriculum goals that focus on understanding the role of the arts in people's lives; communicating, responding, and valuing the arts
- Identifies performance and instructional objectives at each grade level related to overall curriculum goals
- Provides sample instructional ideas in each of the arts disciplines
- Provides assessment samplers for instructional and performance activities

- Identifies methods for large-scale assessment in the arts
- Presents intervention strategies based on assessment
- Supports the common set of expectations drafted by the Joint Council of the State Board of Education and the Ohio Board of Regents

Foreign Languages: Ohio's Model Competency-Based Program

- Is based on the national standards in foreign languages, *Standards for Foreign Language Learning in the 21st Century*
- Includes goals in communication, culture, and multidisciplinary connections
- Defines four stages of language competency with benchmarks for each stage
- Provides for a continuous, articulated foreign language program preK–12
- Identifies instructional and performance objectives for each grade level, preK–12, organized in four strands: cultural knowledge; multidisciplinary connections, insights into the nature of language and culture; and participation in multilingual communities at home and around the world.
- Provides suggested learning activities for each grade level.
- Provides a rich source for teacher professional development
- Includes strategies for instruction, assessment, and intervention
- Supports the common set of expectations drafted by the Joint Council of the State Board of Education and the Ohio Board of Regents

Comprehensive Arts Education

The grade level instructional objectives in this listing have been reproduced directly from *Comprehensive Arts: Ohio's Model Competency-Based Program*. Columbus, Ohio: State Board of Education.

HIGH SCHOOL LEVEL I INSTRUCTIONAL OBJECTIVES

Goal I: Historical, Cultural, and Social Contexts: Understanding the Role of the Arts in People's Lives

Learners will:

a. Access primary and secondary data related to an historical or current event and make inferences and predictions that are possible from the data about its future implications for the arts.

b. Examine the arts from a point in history to discover how arts forms interacted with each other and with the social, political, spiritual, environmental, and economic issues of the time.

Goal II: Personal Expression and Production/ Performance: Communicating Through the Arts

Learners will:

a. Conceive, create, or develop works of art that demonstrate an understanding of how the communication of ideas relates to the arts forms, techniques, and processes.

b. Conceive, create or recreate, and evaluate works of art in various media and evaluate them using developed and established criteria.

Goal III: Arts Criticism: Responding to the Arts

Learners will:

a. Compare the materials, techniques, media, and processes of arts forms and the criteria used for judging them.

b. Determine the characteristics of a personal profile and develop a related rubric.

c. Analyze works of art for characteristics unique to a specific arts form.

d. Develop rubrics for distinguishing the characteristics of quality arts products and performances.

Goal IV: Nature and Meaning of the Arts: Valuing the Arts

Learners will:

a. Articulate a personal arts philosophy and explain its personal significance.

b. Compare and contrast their personal arts philosophy with an established philosophy.

c. Recognize how audience/viewer behavior affects the presentation of an arts form.

HIGH SCHOOL LEVEL I INSTRUCTIONAL IDEAS

Instructional Objective: Ib

- Examine the issue of protest in the early 1970's: music of Bob Dylan and Joan Baez, poster art and psychedelic images, Happenings, Godspell, modern dance, performance art.
- Take the historic perspective of World War II (atomic bomb, working women, etc.) and examine the arts of the time (patriotic music and USO shows, etc.).
- Canvas the local community for evidence of WPA projects.

Instructional Objectives: Ia, IIIa, IVc

- Examine the clash between the ideas of neo-classicism and romanticism and its impact on the creation and response to arts forms.
- Study existing arts theories (naturalism, formalism, realism, post-modernism, expressionism, etc.) that inform criteria.
- Develop rubrics for distinguishing characteristics of quality arts products and performances.
- Discuss both live and recorded performances, compare various performers' and directors'/conductors'/choreographers' interpretations of the same work(s).

Instructional Objective: IIIc

- Compare Kabuki and Noh theatre.
- Look at examples of pottery from Pre-Columbian and Chinese cultures and compare them to contemporary ceramics.
- Compare and contrast folk dance from various cultures.
- Study program music and storytelling music from other cultures.

Comprehensive Arts Education

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HIGH SCHOOL LEVEL II INSTRUCTIONAL OBJECTIVES

Goal I: Historical, Cultural, and Social Contexts: Understanding the Role of the Arts in People's Lives

Learners will:

a. Explore the human experience as it relates to an arts form in terms of symbols and practices, reflecting on change and consistency across cultures and times.

Goal II: Personal Expression and Production/ Performance: Communicating Through the Arts

Learners will:

a. Investigate media in terms of their basic characteristics and traditional and experimental applications.

b. Transform a work of art using a new or different technology.

c. Create/perform art works in a specific medium using a recursive process.

Goal III: Arts Criticism: Responding to the Arts

Learners will:

a. Examine works of art that show the range and possibilities of a specific medium.

b. Use critical analysis to study a body of work from a particular artist.

Goal IV: Nature and Meaning of the Arts: Valuing the Arts

Learners will:

a. Explore instances and roles of the arts in daily life.

b. Articulate the content of a personal arts philosophy, share it with others, and provide evidence of it through a body of work.

c. Demonstrate an awareness of how consideration of the audience/viewer shapes artistic choices.

HIGH SCHOOL LEVEL II INSTRUCTIONAL IDEAS

Instructional Objective: Ia

- Explore a rite of passage such as birth, marriage, or death in terms of symbols and practices, reflecting on change and consistency across cultures and time.

Instructional Objective: Ib

- Use computer graphics to animate a script or score.
- Rewrite a French horn quartet piece for two saxophones and two horns.
- Restructure a classical ballet such as The Nutcracker into a street dance (review Mark Morris' work).
- Use technology, such as xerography, digital imaging, or videography to manipulate

Instructional Objective: IVa

- Conduct a survey to locate where others see and use arts in their daily lives, then present their findings.

Instructional Objectives: IVb, IVc

- Develop an arts awareness campaign.
- Explore theatre as a way to move the audience to change society, compare Brechtian Epic Theatre with Ibsen's realism.

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Comprehensive Arts Education

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HIGH SCHOOL LEVEL III INSTRUCTIONAL OBJECTIVES

Goal I: Historical, Cultural, and Social Contexts: Understanding the Role of the Arts in People's Lives

Learners will:

a. Investigate how the arts are an index to the social values and accomplishments of a community.
b. Research the historical background of an arts form as a basis for interpretation and presentation.

Goal II: Personal Expression and Production/ Performance: Communicating Through the Arts

Learners will:

a. Investigate properties, commonalities, and differences of various media and techniques.
b. Examine their work/performance for themes, images, symbols and/or styles.
c. Create/perform work in more than one medium or genre.
d. Develop and practice presentation skills.

Goal III: Arts Criticism: Responding to the Arts

Learners will:

a. Defend technical language when discussing works of art.
b. Evaluate the impact and effectiveness of original work versus reproduced or altered work.
c. Analyze images and concepts that have been inspired by the same subject matter.

Goal IV: Nature and Meaning of the Arts: Valuing the Arts

Learners will:

a. Recognize the relationship between cultural and social attitude and emotional reaction to an arts form or an event.

b. Articulate the basic nature and need for the arts.

HIGH SCHOOL LEVEL III INSTRUCTIONAL IDEAS

Instructional Objective: Ia

- Speculate how artists within the community contribute to the social/cultural environment (quilters, graphic designers, painters, story tellers, folk singers, square dancers, classical pianists, actors, choir soloist).
- Compare Goethe's and Schiller's Sturm and Drang (Storm and Stress) drama with Shakespeare's works.
- Compare David Garrick's influence on theatre to D. W. Griffith's influence on film.
- Compare superhuman heroes of Greek literature with today's film and cartoon superheroes.

Instructional Objective: Id

- Presentation skills include: audition, interview skills, portfolio presentation, matting work, resume, etc.

Instructional Objective: Ib

- Trace the evolution of an instrument (harpsichord, clavichord, piano, etc.) and discuss its influence on the development and changes in music.
- Trace the development of painting (egg tempera, oil, acrylic, etc.) and its influence on the arts form.
- Trace the evolution of theatrical lighting (candles, gas, electricity, etc.) and its influence on theatre/drama as an arts form.
- Investigate the differences and commonalities between Chechetti and Russian ballet.
- Investigate the influences of the Bauhaus on modern theatre.

Instructional Objective: IIIa

- Technical language refers to the vocabulary of each art form: in visual art, balance and stipling, in music, articulation and phrasing; in dance, plie and lunge; in theatre, cheating out and subtext.

Instructional Objectives: IIIb

- Reproduced or altered art works might include reproductions in books, recorded music, videos of dramatic presentations or dances.
- Compare and contrast original work with an electronic copy and discuss their differences and similarities from the perspectives of arts critic, arts historian, museum director, collector, curator, etc.

Instructional Objectives: IIIb, IVa, IVb

- Trace the evolution of arts forms as agents for or reflections of social change. For example, have students respond to arts criticism by Tom Wolfe or look at social issues plays such as Enemy of the People, Angels in America, or Twelve Angry Men.

Instructional Objectives: Ib, IIIc

- Explore how The Barber of Seville and The Marriage of Figaro reflect Pierre de Beaumarchais' life and hatred for the French aristocracy.

Instructional Objective: IVa

- Explore the role theatre has played as a teacher through history, i.e. restoration drama.

Comprehensive Arts Education

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HIGH SCHOOL LEVEL IV INSTRUCTIONAL OBJECTIVES

Goal I: Historical, Cultural, and Social Contexts: Understanding the Role of the Arts in People's Lives

Learners will:

a. Use historical inquiry to examine the relationships between works of art and the culture and times in which they exist.

b. Study the history, meaning, and social, cultural, economic, political, and environmental issues surrounding public art.

Goal II: Personal Expression and Production/ Performance: Communicating Through the Arts

Learners will:

a. Identify artists and individuals involved in the arts who have influenced their experiences.

b. Review their production/performance experiences to determine areas that require expansion, further concentration, or additional exploration.

Goal III: Arts Criticism: Responding to the Arts

Learners will:

a. Identify criteria within an assessment format and use them to select the contents for a career portfolio.

b. Develop criteria and format for viewers/presenters/listeners to analyze, evaluate, and judge a collection of work.

c. Demonstrate informed discussion as a key component of critical inquiry.

Goal IV: Nature and Meaning of the Arts: Valuing the Arts

Learners will:

a. Align their choice of an arts career or avocation with a personal arts philosophy and a body of work developed over time.

b. Analyze the relationships among community values, local artistic expression, and funding for the arts.

HIGH SCHOOL LEVEL IV INSTRUCTIONAL IDEAS

Instructional Objective: Ia

- Identify the historical, community, and personal significance of local art works.
- Compare how fiction became reality in 1789 in reference to *The Marriage of Figaro.*

Instructional Objective: Ib

- Public art might include monuments, statues, architectural landmarks/buildings/structures, concert/performance in the park, outdoor drama, etc.

Instructional Objective: IIIa

- Assessment formats might include competency matrix, rubrics, skill checklists, observational checklists, logs, etc.

Instructional Objective: IIIc

- Evidence can be found through observation and analysis of the work and/or researching the writing of critics and historians.

Instructional Objectives: IVb

- Interview decision-makers/funders to ascertain their support for arts projects.
- Identify community valued images, events, or individuals as potential subjects for creating a community art work.

Instructional Objectives: Ia, IVb

- Write the rules you would pass as king to regulate theatre today as it was in Neo-Classic France.

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